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English Learning Model and Independence of Vocational School Students in the Pandemic Period

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A B S T R A C T

Learning independence is one of the important things in a learning process so that students have the responsibility to organize and discipline themselves, in addition to being able to develop learning abilities on their own accord. The problem that occurs at this time is the learning process that has been forced to be carried out at home through online learning, since the Covid 19 pandemic. The purpose of this research is to find out the online learning model of English in vocational high schools throughout the city of Surabaya during the pandemic and how high the influence of the level of independence is. students and the effect of learning models on learning outcomes of English learning at SMK Surabaya City during the pandemic. This research is a quantitative research using a questionnaire for data collection. The population in this study were all English teachers in public and private vocational schools in the city of Surabaya as many as 278 people while the sample of this study was 74 people. The presentation of descriptive analysis in this study is the independent variable (X), the learning model variable (Y), and the learning outcome variable (Z). The results of the analysis in the study showed that the students' independence had an average of 2.93 which was included in the sufficient category. This means that the independence of SMK students throughout the city of Surabaya in learning English during the pandemic is quite good. The results of the descriptive analysis showed that the learning model applied during the pandemic in English subjects was good with an average score of 3.15. The coefficient of the learning model variable from the regression analysis is known to be 0.556. This shows that the learning model has a positive effect on learning outcomes. The better the learning model, the higher the learning outcomes produced. The significance value obtained is 0.000, which means that the learning model has a significant effect on learning English outcomes at SMK in Surabaya City during the pandemic.

1. Introduction

The teaching and learning process for students requires independence which is usually seen from a calm attitude when facing a problem in completing the tasks given by the teacher. Independent learning is needed for every teenager, both students, and students, so that they have the responsibility to organize and discipline themselves, in addition to being able to develop the ability to learn on their own accord (Tahar and Enceng, 2006). Independent learning according to Hadi and Farida (2012) is a learning activity that takes place more driven by one's abilities, own choices, and self-responsibility in learning. This indicates that adolescents have been able to learn independently, namely if they have been able to perform learning tasks without dependence on others.

However, the phenomenon that often occurs among teenagers today is that they are not able to be independent in learning this is due to some negative habits, such as studying only before exams, truancy, cheating, and looking for leaked exam questions. According to Pratiwi and Laksmiwati (2016), the existence of this phenomenon causes mental disorders

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that will continue when entering further education. Independent learning itself is very necessary for the higher education system because it will help individuals to learn actively. The development of times requires every individual to be able to develop following changes, one of the areas that have had an impact is the field of education, especially technological developments are supported by the phenomenon that students are closer to smartphones than learning media such as textbooks or the like. Moreover, Indonesia is currently experiencing the Covid-19 pandemic.

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This is also felt by several vocational school teachers in Surabaya, especially teachers of English subjects. They also implement online English learning through the Zoom application, Google meets Google Classroom, Whatsapp and others. Based on the data obtained by researchers, in the city of Surabaya, 114 vocational schools are consisting of 11 state vocational schools and 93 private vocational schools. Each school has 3 or more teachers who teach English subjects. Based on the results of interviews with several English teachers from various public and private vocational schools, it is known that teachers have difficulty in monitoring the online learning process of students and often some students do not collect assignments given online through applications that have been mutually agreed upon between the teacher and students.

Another thing was also revealed based on the results of observations made by researchers at the researcher's teaching place, one of the private vocational schools in Surabaya, namely at the Surabaya Pharmacy Vocational School during online learning in English subjects. and teaching is still lacking. This is evidenced by when the teaching and learning process there are students who are less responsive and act indifferent when given assignments, there are some who do not collect because too many assignments have been given or the reason is that they do not have internet quota. In addition, based on the value of student learning outcomes in the form of daily tests, assignments, mid-semester assessments, and final semester assessments, there are still many students who get scores below the KKM (Minimum Completeness Criteria). Therefore, the researcher conducted a study to know how high the level of influence of student independence in learning English in Surabaya City Vocational Schools was during the pandemic and the influence of learning models on online learning outcomes of English learning in Surabaya City Vocational High Schools during the pandemic. This research is expected to be a recommendation to determine the next step in learning to grow the learning independence of SMK students towards English subjects.

2. Literature Review
Independent learning

Independence is very closely related to everyday life. The existence of independence in a person will determine the actions taken by that person will act good or bad. This also occurs in the world of education,

in the context of the teaching and learning process a student is required to learn independently and not depend on others. Rusman (2014) revealed that the most important thing in the independent learning process is to see the improvement of students' abilities and skills in the teaching and learning process without the help of others. In independent learning, students will try to understand the content of the lesson by themselves, if they have difficulty, then students discuss it with the teacher. In an independent study, students are free to determine the direction, plans, sources, and decisions to achieve academic goals. Rusman (2014) says that independent students have characteristics, including 1) students already know for sure what they want to achieve in their learning activities, 2) students can choose their learning resources, 3) students can already assess the level of ability needed to carry out work or solve problems encountered in life.

Online learning model or E-learning

Online learning is a learning method that is carried out interactively through media such as video conferencing (Fauzi, 2020). Another definition of online learning is a learning method that uses an interactive Internet-based model and a Learning Management System (LMS). Like using Zoom, Google Meet, Google Drive, and so on. Online activities include webinars, online classes, all activities are carried out using the internet and computer networks (Hasibuan et al., 2019). While the definition of e-learning according to Michael (2013) e-learning is learning that is structured to use an electronic system or also a computer so that it can support a learning process.

Learning English at vocational high school

English subjects equip students with the ability to communicate in daily life according to global demands and equip students to develop communication to a higher level. Competence is a personal ability. When this can be communicated and even to the global level, it will be a resounding achievement. The ability to communicate both orally and in writing is very important. The scope of English subjects at SMK covers three aspects, namely the basic level of English communication at the novice level, the basic level of English communication at the elementary level, and the basic level of English communication at the intermediate level. There are various learning models in English to support the PAKEM climate (active, creative, effective, and fun learning). The learning models include project work, quantum teaching and learning (QTL), contextual teaching and learning (CTL), problem-based learning (PBL).

Learning outcomes

According to Sujana (2006), learning outcomes are abilities possessed by students after students receive their learning experiences. Bloom revealed three teaching objectives which are a person's abilities that must be achieved and are learning outcomes, namely: cognitive, affective, and psychomotor. The cognitive domain includes the categories of knowledge, understanding, application, analysis, evaluation, and creating. The indicators of students in this study that fall into the cognitive domain include being able to answer questions correctly and completeness of answers.

The second is the affective domain. The affective domain is related to feelings, attitudes, interests, and values. The categories of goals for affective learners are receiving, responding, valuing, organizing, and forming a pattern of life (organization by a value complex). The indicators of students in this study that fall into the affective domain include systematic writing of answers (coherently) and actively asking and expressing opinions.

The last is the psychomotor domain. The psychomotor domain is related to physical abilities such as motor and nerve skills, object manipulation,

and nerve coordination. The details in the psychomotor domain consist of perception of readiness (set), guided response (guided response); a mechanism (a mechanism), a complex visible response (complex overt response), adjustment (adaptation), creation (originality). The indicators of students in this study that fall into the psychomotor domain include timeliness of collection and presenting group results.

3. Methods

This research is explanatory research using a quantitative approach. According to Sugiyono (2016) that explanatory research is research that intends to explain the position of the variables studied and the relationship between one variable and another. The population used in this study were all English teachers in State and Private Vocational Schools in the city of Surabaya. Based on data from the Surabaya City Vocational High School MGMP, the number of SMK in Surabaya is 114 schools, consisting of 11 State Vocational Schools and 93 Private Vocational Schools. Meanwhile, the number of SMK English teachers in Surabaya, both public and private, is 278 people. The sample in this study was calculated using the slovin formula and the results obtained were as many as 74 English teachers in Surabaya, both public and private vocational schools.

The data in this study were collected using a survey. The use of survey methods will make it easier for researchers to obtain data to be processed to solve problems which is the ultimate goal of research. While the research instrument used in this research is using a questionnaire sheet in the form of a Google Form.

This questionnaire in the form of a Google Form will be given to the respondent's teacher via Whatsapp so that researchers obtain data by applying field conditions during the pandemic. The questions contained in the questionnaire are closed, which means that the teacher respondents only choose the available answers. This method was created based on the variables that affect the increase in student independence and the online learning process of English during the pandemic in Public and Private Vocational Schools in Surabaya City. The instrument used has been tested for validity and reliability.

After the data is collected, data analysis will be carried out. Technical Analysis of the data used in this study is univariate statistics and inferential statistics. Univariate statistics are used to describe or describe each variable that can be seen based on the frequency and percentage of respondents' answers. Meanwhile, statistical inference is used to see the effect of the independent variable on the dependent variable. In addition, multiple linear regression (multiple regression) assisted by the SPSS program is also used.

4. Results and Discussion
Multiple linear regression analysis

The stages in multiple linear regression analysis are simultaneous testing (F test), simultaneous test (t-test), and the coefficient of determination. The F test was conducted to determine whether the student's independence variable and the learning model simultaneously (together) had an effect on the learning outcome variable or had no effect. The following are the results of the simultaneous test.

Table 1. F -test results

Model	Sum of Square	Mean Square	F	P
Regression	8,963	4,482		
Residual	3,670	0,052	86,695	0,000
Total	12,633			

Source: SPSS 20 outcome

Based on table 1, it can be seen that the significance value obtained is 0.000 (p <0.05). Thus, it can be concluded that student independence and learning models have a significant effect on English learning outcomes in SMKs throughout the city of Surabaya during the pandemic.

The next stage is a partial test (t-test). The t-test was used to partially test the regression coefficients of the independent variables, whether each student's independence and learning model affected learning outcomes. The decision criteria are to look at the significance value of each variable to be compared with the value of the degree of error of 5%.

Table 2. T-test results

Variable	Coefficient	t	P
Konstanta	0,758	4,005	0,000
Student independence (X_1)	0,228	3,242	0,002
Learning model (X_2)	0,556	8,666	0,000

Source: SPSS 20 outcome

Based on table 2, the regression equation is formed as follows:

$$y = 0,758 + 0,228X_1 + 0,556X_2$$

The interpretation of the regression model is the coefficient of the student independence variable is known to be 0.228. This shows that student independence has a positive effect on learning outcomes. The higher the student's independence, the higher the learning outcomes produced. The significance value obtained is 0.002, which means that student independence has a significant effect on learning English outcomes at SMKs throughout the city of Surabaya during the pandemic. The variable coefficient of the learning model is known to be 0.556.

This shows that the learning model has a positive effect on learning outcomes. The better the learning model, the higher the learning outcomes produced. The significance value obtained is 0.000, which means that the learning model has a significant effect on learning English outcomes at SMK in Surabaya City during the pandemic.

The last stage is to calculate the coefficient of determination (Test R2). The R2 test is used to measure how far the model's ability to explain the variation of the dependent variable is. In this study, the coefficient of determination uses the adjusted R2 value. The following are the results of calculations using SPSS:

Table 3. Coefficient of determination test results

R	R Square	Adjusted R Square
0,842	0,709	0,701

Source: SPSS 20 outcome

Based on table 3, it is known that the adjusted R2 value is 0.701 or 70.1%. This shows that the results of learning English in SMK in the city of Surabaya can be explained by 70.1% by the independent variables, namely student independence and learning models. Meanwhile, 29.9% of the variation in English learning outcomes at SMK in Surabaya is explained by variables outside of the independent variables of this study.

The effect of student independence on learning outcomes

The results of the analysis in the study showed that the students' independence had an average of 2.93

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which was included in the sufficient category. This means that the independence of SMK students throughout the city of Surabaya in learning English during the pandemic is quite good. The thing that needs to be considered in student independence is the willingness of students to contact the teacher personally to ask for material that has not been understood, which has the lowest average based on the results of the questionnaire.

Meanwhile, the results of the multiple linear regression test showed that the coefficient value of the student independence variable was 0.228. This shows that student independence has a positive effect on learning outcomes. The higher the student's independence, the higher the learning outcomes produced. The significance value obtained is 0.002, which means that student independence has a significant effect on learning English outcomes at SMKs throughout the city of Surabaya during the pandemic.

The results of this study are supported by relevant theories and research, one of which is research conducted by Tirtarahardja and Sulo (2005) which states that learning independence is defined as a learning activity that takes place more driven by one's own will, own choice, and accompanied by a sense of responsibility from oneself. learner. Students who have high learning independence will be able to make decisions in the learning process so that they can account for the decisions taken to achieve their learning achievements. Learning independence is a factor in the success of student learning, and is very important so that it must be the attention of the parties involved in the world of education (Yamin, 2013). Independent learning is learning that is carried out by students freely determining their learning goals, learning directions, planning the learning process, learning strategies, using learning resources of their choice, making academic decisions, and carrying out activities to achieve learning goals.

The influence of learning models on learning outcomes

The results of the descriptive analysis showed that the learning model applied during the pandemic in English subjects was good with an average score of 3.15. The coefficient of the learning model variable from the regression analysis is known to be 0.556. This shows that the learning model has a positive effect on learning outcomes. The better the learning model, the higher the learning outcomes produced. The significance value obtained is 0.000, which means that the learning model has a significant effect on learning English outcomes at SMK in Surabaya City during the pandemic.

Online learning is an educational innovation that involves elements of information technology in learning. According to Hasanah et al (2020) that online learning is a distance education system with a set of teaching methods where there are teaching activities that are carried out separately from learning activities. online learning is held through internet and web 2.0 networks (Fitriyani et al., 2020), meaning that the use of online learning involves elements of technology as a means and internet network as a system. Online learning has been widely practiced, as evidenced by several studies that explain this (Crews & Parker, 2017), online learning provides benefits in helping provide access to learning for everyone, thereby removing physical barriers as a factor for learning in the classroom (Riaz, 2018), even this is seen as something effective to implement, but according to Pilkington, (2018) it is undeniable that not all learning can be transferred to an online learning environment.

5. Conclusion

Based on the description of the results and research, it can be concluded that the independence of SMK students, learning models from English, and the learning outcomes of SMK students in Surabaya City in learning English during the pandemic are quite good. In addition, based on the results of calculations

using SPSS, it is known that the level of independence affects the learning outcomes of online English learning in vocational schools throughout the city of Surabaya during the pandemic. The learning model has an effect on the learning outcomes of online English learning at SMKs throughout the city of Surabaya during the pandemic.

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